Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **7** printed pages.

[Turn over

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
SEEN	stamp to annotate blank pages of script to confirm the examiner has seen the page
✔	correct
✘	incorrect
λ	omission (e.g. word missing from the sentence)
?	indecipherable / incomprehensible
CON	contradiction
DET	detail
IR	irrelevant
DEV	development
IL	inaccurate language
REP	repetition (of language or content)
BOD	benefit of the doubt (i.e. response not covered by the mark scheme, but the examiner's judgement is that credit should be given)

Annotation	Meaning
L	good language
highlighter	

	General Marking Instructions
Marks	**Section A**: Enter a mark out of **15** in the mark input box for the question that the candidate has answered.
	Section B: Enter a mark out of **30** in the mark input box for the question that the candidate has answered.
Relevance	Only material relevant to the question should be awarded marks.
	If the candidate has presented an essay which is wholly irrelevant and makes no attempt to answer the question, it should score 0.
Rubrics	Candidates are told to answer **one** question from Section A and **one** question from Section B. Sometimes a candidate will misread the instructions and answer more than one question in a section.
	Please mark <u>**all**</u> of the responses on the script. RM Assessor will automatically calculate the best mark that the candidate can achieve, within the acceptable rubric rules.
	You must enter NR (No Response) in the mark input box for the questions that the candidate did not choose.
No response and '0' marks	There is a NR (No Response) option in **RM Assessor**. Award NR (No Response): • If there is nothing written at all in the answer space or • If there is only a comment which does not in any way relate to the question • being asked (e.g. 'can't do' or 'don't know') or • If there is only a mark which isn't an attempt at the question (e.g. a dash, a • question mark). • For all questions which the candidate has not chosen (see box above for more information). Award 0: If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.
Batch dates	All scripts must be marked by the date specified.
Crossing out	**(a)** If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct. **(b)** If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed-out work.

Marks	Descriptors for the assessment of Sections A and B
14–15 (Section A) **27–30 (Section B)**	Apart from very occasional slips, the language is accurate. Sentence structure is varied and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. Vocabulary is wide and precise. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained.
12–13 (Section A) **23–26 (Section B)**	The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation in length and style, including the confident use of complex sentences. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The piece of writing is relevant to the topic title and the interest of the reader is aroused and sustained through most of the composition.
10–11 (Section A) **19–22 (Section B)**	Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences may show some variety of structure and length, although there may be tendency to repeat sentence types and 'shapes', producing a rather monotonous effect. Spelling of simple vocabulary is accurate; errors may occur when ambitious vocabulary is used. Sentence separation is correct. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant to the topic title and will arouse some interest in the reader.
8–9 (Section A) **15–18 (Section B)**	The meaning is generally clear. There will be patches of accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weakness. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic, but there may be digressions or failures of logic. Compositions may lack liveliness and interest value.

Marks	Descriptors for the assessment of Sections A and B
6–7 (Section A) 11–14 (Section B)	Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision and may slow down speed of reading. Some simple structures will be accurate, but the piece of writing is unlikely to sustain accuracy for long. Vocabulary may be limited; either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. There may be simple sentence separation errors. Simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The incidence of linguistic error is likely to distract the reader from merits of content.
4–5 (Section A) **7–10 (Section B)**	There will be many serious errors of various kinds throughout the script, but they will be of the 'single-word' type, i.e. they could be corrected without rewriting the sentence. Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature. Paragraphing will be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error will tend to obscure or neutralise its effect.
2–3 (Section A) 3–6 (Section B)	Sense will usually be decipherable, but some of the error will be multiple, i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition. The content is likely to be comprehensible, but may be partly hidden by the density of linguistic error
0–1 (Section A) 0–2 (Section B)	The piece of writing is entirely, or almost entirely impossible to recognise as a piece of writing in the target language. Whole sections will make no sense at all. Where occasional patches of relative clarity evident, some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.